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ABSTRACT

A curriculum guide for grade 7, the document is devoted to the occupational cluster "Consumer and Homemaking." It is divided into six units: buying, child care, nutrition, clothing, family relations, and housing and household management. Each unit is introduced by a statement of the topic, the unit's purpose, main ideas, quests, and a list of career opportunities (positions) available in that area. Next, the areas of language arts, mathematics, science, social studies, home economics, industrial arts, music, and physical education (when applicable) are subdivided into purpose, objectives, activities, materials, and notes with a statement relating these categories to the unit topic. The document is one of ten curriculum guides at the seventh and eighth grade levels presenting a career education emphasis. The teacher's manual for the series is available as CE 001 041. The other guides are: communications and media (CE 001 043); fine arts and humanities (CE 001 044); construction and environment (CE 001 045); agri-business, natural resources, marine science (CE 001 046); public service occupations (CE 001 047); health occupations (CE 001 048); manufacturing, marketing and distribution, business and office occupations (CE 001 049); transportation (CE 001 050); and hospitality, recreation and personal service occupations (CE 001 051). (AG)

CAREER DEVELOPMENT EXEMPLARY PROJECT

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CAREER DEVELOPMENT EXEMPLARY PROJECT

An
Interdisciplinary
Course of Study
for
Grades Seven and Eight

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GRADE 7

CAREER CLUSTER MODULE

I

CONSUMER AND HOMEMAKING

UNITS/TOPICS

1. Buying
2. Child Care
3. Nutrition
4. Clothing
5. Family Relations
6. Housing and Household Management

*7= Grade level; I = Cluster Number; and, 1 = page number.

Career Development Curriculum Guide: Grade 7
CLUSTER/MODULE: CONSUMER AND HOMEMAKING

PURPOSE: To broaden the student's knowledge of those factors that both directly and indirectly affect them as consumers.

To acquaint students with the many varied aspects of homemaking.

This entire cluster/module will be studied through the following topics:

1. Buying (Retail and Wholesale)
2. Child Care
3. Nutrition
4. Clothing
5. Family Relations
6. Housing and Household Management

HIGH IMPACT ACTIVITIES: (taken from those suggested under each topic)

1. Film: "The Poor Pay More"
2. Film: "The Shrinking Dollar"
3. Hechinger's Educational Program
4. Comparative shopping at local stores
5. Organization of Miniplayschool
6. Organization of babysitting club
7. PEPCO (Electric Company) demonstration at school
8. Explanation of school lunch program by supervisor in D.C. School System
9. Washington Gas Light Company give demonstration at school
10. Agriculture Department demonstration at school
11. Trip to Beltsville Farm
12. Film: "For Health and Happiness" (U.S. Department of Agriculture)
13. Hecht Company, Sears Company, and Mortons fashion shows
14. Dress-up Day
15. Trip to clothing factory
16. Film: "The Learning Tree"
17. Family Day
18. Speaker from Urban Development
19. PRIDE: War on Rats--Visit and demonstration
20. Sterling Tucker (Urban League) lecture
21. Tour of community

COMMON RESOURCES:

1. Office of Consumer Affairs
2. Better Business Bureau
3. Federal Food and Drug Administration
4. "Consumer Report" (magazine)
5. "Changing Times" (magazine)
6. "Kiplinger Letter"
7. "Motor Trend" (magazine)
8. Youth Serves Youth Program
9. Health, Education and Welfare
10. Parent and Child Center
11. Children's Health Center
12. Child Neglect and Abuse Agency
13. PEPCO (Electric Company)
14. Washington Gas & Light Company
15. Agriculture Department
16. Hecht Company
17. Sears Company
18. Mortons Company
19. Hechingers
20. PRIDE
21. Urban League
22. Urban Development Agencies

CLUSTER 1 - Grade 7

CONSUMER AND HOMEMAKING

Unit/Topic 1 - Buying

Topic: Buying (Retail and Wholesale)

Purpose: To have students develop the knowledge necessary to make wise judgments as a consumer.

At the 7th grade level, many students are beginning to manage large sums of money for the first time in their lives. It is at this point in their lives that they are charged with the task of selecting and purchasing articles of clothing, purchasing other small items such as records, radios, recreation equipment and so on. In some instances, students at this grade level are even engaged in small-scale family shopping. It is our purpose to expose the student to some background information that would assist him in making wise judgments as a consumer. This background information consists of the following:

1. The difference between wholesale and retail buying.
2. The advantages and disadvantages of the methods of buying (credit, lay-away, cash and carry, and 3-month installment plan).
3. Seasonal Buying.
4. Supply and demand.
5. The factors that determine price.
6. Realistic buying.
7. Quality buying.
8. The difference between what an individual needs and what he wants.
9. Buying imported goods.

Main Ideas: Our main idea is to have the student develop intelligent buying practices. We are extremely concerned that he derives from the unit the following concepts and ideas:

1. How to get the most for your money.
2. When and when not to purchase in quantities.
3. The danger of constantly buying name brands and from popular stores.
4. The advantages and disadvantages in buying finished or unfinished products.

Quests:

1. Consumer Survey--student survey of packaging, sizing, content and labeling.
2. Auction--have the student auction some article that they have made (perhaps in another class) using money to bid for what they want to purchase.
3. Have student do some research on the best buy for

Quests -- Continued

some household product about to be purchased in the home.

4. Have the student research the quality of some large item in the home to see if it is one of the best.
5. Have the student purchase or make a record of the price of some items on sale one week and purchase or compare the prices for the same item the following week.
6. Collect coupons for the student and have him go shopping with a parent to see how much money is actually saved.

Career Opportunities: Advertising copywriter, buyer, catering manager, hospital administrator, hotel manager, housewife, purchasing agent, restaurant manager, teacher-home economics.

LANGUAGE ARTS

Purpose:

To apply correct grammar (syntax) in writing and speaking, and to classify correct and incorrect usage in listening situations.

To distinguish sentences from non-sentences.

Since all teenagers are consumers, the subject of buying is immediately relevant to them. Thus, content related to retail and wholesale buying should hold the students' interest while they are perfecting their grammar skills.

Objectives:

Upon completion of work in this unit, students should be able to:

1. Classify groups of words as sentences or non-sentences.
2. Classify sentences as one of the three syntactical levels: simple, compound, and complex.
3. Describe differences and similarities in the three levels of sentences.
4. Punctuate sentences correctly (capital and period).

Activities:

To accomplish the objectives, students may engage in activities such as these:

1. Casual dialogue about buying experiences before the class by a group of students; audience (students) record the number of sentences and non-sentences (audiotape the dialogue, if feasible); discuss examples of how conversational sentences are interpreted as complete by the listener, even if technically incomplete as spoken.
2. Read any retail advertising (or other material related to buying) and expand each non-sentence into a complete sentence; punctuate correctly.
3. Write on the chalkboard sentences and non-sentences related to buying experiences; have other students classify, expand the non-sentences into sentences, and punctuate.

Activities -- Continued

4. Expand headlines of food advertising into complete sentences and punctuate.

5. View the film, "Verbs, Recognizing and Using Them". Find and tabulate verbs from newspaper advertising to determine the most commonly used.

6. View the film, "Sentences, Simple, Compound, Complex". Write a description and give examples of each. Survey magazine and newspaper advertising to determine which form is most commonly used.

Materials:

1. 16 mm. projector
2. Chalk and erasers
3. Newspapers or magazines for advertisements
4. Two films (See Activities.)

Notes:

Tie-In with Other Subject Areas

Home Economics teacher could have children develop lists of do's and don't's in buying. Children can use these lists as the content of their impromptu dialogues.

Tie-In with Specific Career Related Skills:

Emphasize syntactical correctness; clean-cut communication facilitates the buying/selling process.

Ellipsis is common in advertising; the person who interpolates efficiently is a better buyer: insist on accuracy and brevity in expanding dialogue and headlines.

Career Development Curriculum Guide: Grade 7
Consumer and Homemaking, Buying (Retail and Wholesale)

MATHEMATICS

Purpose: To build knowledge and skills which will enable the student to use the decimal system to make wise judgments as a consumer. The decimal system has been instrumental in advancing man's social as well as scientific progress. It is assumed that the value of the decimal system in both areas of progress will begin to unfold by teaching its rudiments in the context of wise consumer behavior.

Objectives: Upon completion of work in this unit, the student should be able to:

1. Describe the problems which arise without the use of the decimal system.

2. Provide the appropriate English word for various representations of cost of items in terms of stick numeration.

3. Buy items whose cost is expressed in a numeration system other than the decimal system.

4. Calculate the total cost of items using a numeration system other than a place value system.

5. Convert numbers from base 10 to one other base (chosen by the student and/or teacher).

6. Write base 10 numerals in expanded notation, and conversely, including exponential form.

7. Read and write base 10 numerals up to and including millions.

8. Round off base 10 numbers to nearest hundreds and tens.

9. Read and use the following terms appropriately:

   a. base
   b. binary
   c. decimal
   d. digit
   e. exponent
   f. place value
   g. regrouping
   h. systems of numeration

tivities: To accomplish the objectives, the student may engage in such activities as:

1. Establish and operate a retail store (e.g., grocery, clothing).

   a. Prepare charts showing the cost of each item using stick numeration.
   b. Students will assume the role of either consumer or storekeeper. The storekeeper will maintain books showing the amount of money the store has earned from its sales using stick numeration, non-place value system, and a place value system (decimal system). The consumer students are to calculate the total cost for the items that each student purchases using stick numeration, a non-place system, and a place value system (decimal system). For the non-place value system, the symbols from informal geometry should be used to represent single symbol choices for a group of sticks. The charts should be updated using the information from the non-place value system and the place value system.
   c. Update charts with information about the non-place value system.

   Tie-in with Business.

2. Construct the decimal system of numeration according to the D. C. Schools Curriculum Guide for Mathematics.

3. Express the numbers in the decimal system in another place value system with a different base, e.g., 5 or 8.

4. View the film "History of Our Number System." McGraw-Hill, #368 and have a brief group discussion of content.

terials:

1. Construction paper
2. Rulers
3. Place Value Chart (83-1) from Instructo (Philadelphia, Pa.)
4. Film: "History of Our Number System," McGraw-Hill, #368

SCIENCE

Purpose: To increase the student's awareness through immediate experience of the role that science plays in some of the processes of buying.

Objectives: Upon completion of work in this unit, the student should be able to:

1. Utilize four main principles of the scientific method: observation, experimentation, measurement, generalization.

2. Carry out simple experimentation through the use of the triple-beam balance.

3. To read and comprehend and to construct correct sentences using the following terms:

a. protein	h. graduates
b. calorie	i. experimentation
c. gram	j. measurement
d. kilogram	k. observation
e. milliliter	l. retail
f. balance (weighing scale)	m. wholesale
g. test tube	n. analyze

4. State that four activities of scientists are observing, experimenting, measuring accurately and generalizing and describe a question or problem and a sequence of events which includes these activities for resolving the question.

Activities: To accomplish the objectives, the student may engage in such activities as:

1. Determine the importance of buying by weight rather than size of package, using the triple-beam balance. (For this activity to be useful, weight of packaging must be discounted, e.g., glass vs. paper box.) Tie-in with Mathematics.

2. Constructing conversion charts that convert grams to ounces. (The balance to be used should be calibrated in grams. This activity will enhance the students' knowledge of converting weights and measures in the English System to the Metric System).

ctivities -- Continued

3. Analyze the ingredients of at least one food for value, e.g., test different types of meat (pork, beef, lamb) for fat content in the following manner:

   a. Weigh different meats before cooking
   b. Cook meats in test tubes
   c. Weigh meats after cooking
   d. Measure fat obtained in graduated cylinders
   e. Compute the fractional fat content for each type of meat

4. Construct charts of minimum nutritional daily requirements, in grams and milligrams, and choose a set of foods to meet these requirements by amount of serving (pints, quarts, pounds). Tie-in with Home Economics.

aterials:

1. Triple-beam balances (weighing scales)
2. Chart paper
3. Rulers (inches and centimeters)
4. Crayons or paints
5. Pyrex test tubes
6. Test tube holders
7. Candles
8. Plastic lids
9. Milliliter Graduates
10. Film: "Let's Measure Ounces, Pounds and Tons" (D. C. Schools Film Library #997)
11. Text: Davis, Burnett, Gross. Observation and Experiment. New York, N. Y.: Holt, Rinehart and Winston, 1965. Chapter 1, pp. 4-5, 8-10, 11-15, 23-26.
12. Food: America's Biggest Business. Holiday House, 1959.
13. Tables of Food Values. Bradley, Bennett, 1956.
14. Mealtime, Oerke, Bess U., 1960, p. 78.

Career Development Curriculum Guide: Grade
Consumer and Homemaking, Buying (Retail and Wholesale)

SOCIAL STUDIES

Purpose: To build map skills within the context of wise consumer behavior; that is, the ability to shop at stores in different locations.

Objectives: Upon completion of the work in this unit, student should be able to:

1. Demonstrate knowledge of the cardinal directions by showing these on a map; that is:

   a. given a representation of the path taken, state the direction.
   b. given the direction, show a path in that direction.

2. Demonstrate knowledge of how the shipment of consumer goods can affect their cost; that is,

   a. State the rule and explain it; the greater the distance, the greater the transportation cost.
   b. Explain why this does not necessarily apply to all items and give examples of those to which it does apply.

3. Prepare an annotated or illustrated map of the United States to show the regions which are the main source of selected products and, as feasible, the effect of different transportation distances on the price in Washington,

4. Demonstrate facility in using a products map by stating answers to questions about such a map.

Activities: To achieve the objectives, the student may engage in activities such as:

1. Prepare a large display map of the United States and make it into a products map using illustrations and products and their names. This should be done first as a group activity, after which each student should make an individual map using those products he or she is most interested in.

2. Prepare an annotated (and possibly illustrated) map of Washington, D.C. showing stores that sell products in which the student has a personal interest.

Activities -- Continued

3. Prepare, for the maps from 2 above, a set of questions involving cardinal directions and administer this to at least three classmates; See Objectives 1a, 1b.

4. Prepare, for the maps from 1 above, a set of questions to determine facility in using a product map (Objective 4) and administer it to three classmates.

5. High Impact. The student questions and associated maps from Activity 3 and 4 can be used for a team competition in which various teams compete for some prize by trying to get bette scores than other teams. Each team devises a test to which the other teams respond.

Materials:

1. Poster boards
2. Crayons
3. Water colors
4. Glue
5. Paper mache product samples

Notes:

Tie-In with Other Subject Areas

Language Arts -- general support to editing of questions written by students for Activity 3, 4.
Mathematics -- establishing a scoreboard to show the cumulative results from Activity 5.

ECONOMICS

ose: To develop attitudes, knowledge and practices in students which will enable them to become more effective buyers of clothing.

ctives: Upon completion of work in this unit, the student should be able to:

1. Comprehend and use critical terms as they relate to any form of buying.
2. Analyze the advantages and disadvantages of various ways of buying ready-to-wear clothing.
3. Effectively compare information found on advertisements or labels and hang tags.

vities: To accomplish the objectives, the student may engage in activities such as:

1. Oral discussion of how teenagers in the school community spend their money. Discuss how differences in one's own spending habits and those of one's friends reflect differences in values. Tie-in with Social Studies.
2. View a film, "The Littlest Giant," and write a list of the questions one should ask before deciding to make a purchase, according to the film. Discuss relative importance of questions. Also, discuss relationship between the terms:

   a. entrepreneur, consumer, economic system
   b. raw materials, textiles
   c. ready-to-wear, designer, seamstress, apparel, garment

   Tie-in with Language Arts.
3. Read selected portions of textbooks and summarize (orally, or in writing) the gist of the content. Tie-in with Language Arts.
4. Field Trip: Participate in group trips and interviews with local agencies and organizations including department stores and finance companies. Collect for display or exhibit several types of credit contracts. Discuss the terms of each.

Activities -- Continued

5. Quest: Write an article for the school newspaper or the local community paper on one pertinent topic. Examples are:

   a. "Buy Now, Pay Later"
   b. "Time Will Tell"
   c. "Truth in the Telling and Lending"
   d. "Are Easy Payments Easy?"
   e. "Paying for Impatience"

6. View film, "The Wise Use of Credit". It shows good and bad use of credit. Write a description of the purchase of one item giving both good and bad credit terms. Tie-in with Mathematics.

7. Give the students a list of twenty habits of individuals when choosing clothing. Have students categorize the kind of buying as one of the following:

   a. compulsive buying
   b. pressure buying
   c. planned buying

8. View film, "How to Buy It."

   a. Discuss the film in view of new ideas received as compared to things students knew from personal experience.
   b. Work in groups to write a skit concerning a buying episode in the life of a teenager, stressing knowing what to look for in buying a dress, a pair of pants for boys, or any other item of clothing.

9. Collect labels from merchandise and analyze each for information as to whether it was necessary, nice to know, or unnecessary.

10. Bring in magazine or newspaper advertisements of clothing items. Critique the ad: good, fair, or poor using the criteria displayed on bulletin board or chalk board.

    Criteria for judging advertisement would be inclusion or absence of:

Activities -- Continued

Information on price of garment
Information on color of garment
Information on fabric content of garment
Information on available sizes
Information on care of garment

11. Make up simple buying crossword puzzles from types of fabric content.

Materials:

1. Textbooks
2. Film Projector
3. Film Strip Projector
4. Pamphlets
5. Construction paper
6. Scissors
7. Films:
   a. "The Littlest Giant"
   b. "The Wise Use of Credit"
   c. "How to Buy It"

INDUSTRIAL ARTS

Purpose: To show the student how do-it-yourself techniques affect buying and the money the individual spends.

Objectives: Upon completion of work in this unit, the student should be able to:

1. Select between buying a finished product or attempting to duplicate it--whichever seems the most feasible through analytic and "hands on" experience.

2. Use various tools and techniques necessary for completion of a given do-it-yourself project.

Activities: To accomplish the objectives, the student may engage in activities such as:

1. Choose a small finished product and duplicate it. Write a report on the cost of the materials, the cost of the finished product, time consumed in construction, and difficulty of construction. Tie-in with Math, Language Arts.

2. Compare the amount of money saved (or lost) against the actual retail cost of the product. Tie-in with Math, Home Economics.

3. Organize a display of work projects completed in a show case in school. Tie-in with Art, Busines

4. As a group, determine relative savings by categories of items, e.g., plastic, leather, wood, metal. Calculate total saved by group. Tie-in with Math.

Materials:

1. Shop tools and equipment
2. A purchased, finished product (metal, wood, plastic, leather, etc.)
3. Material to duplicate product (metal, wood, plastic, leather)
4. Research materials
   a. Retail buying guide (area merchants)
   b. Wholesale buying guide (area merchants)

IC

pose: To increase the students' knowledge of different values in relation to the purchasing of musical instruments, records, sheet music, tape recorders and record players and to increase his ability to make appropriate judgments about relative value.

ectives: Upon completion of work in this unit, the student should be able to:

1. Evaluate information concerning membership in a record club.

2. Determine relative value received for different makes/types of musical instruments, sheet music, and records.

ivities: To accomplish the objectives, the student may engage in activities such as:

1. Collect information on membership in a record club and participate in a group discussion concerning the feasibility and value of buying from a retail store as opposed to joining different clubs. Tie-in with Language Arts, especially analysis.

2. Compare the prices of musical instruments, sheet music, and records at different stores. Tie-in with Math.

3. Determine the cost of purchasing an instrument on different credit plans and outright purchase and the cost of renting it and make a judgment as to which is more prudent. Each student should justify his decision either orally or in writing. Tie-in with Math.

4. Make lists of technical terms from music advertising and have a "quiz contest". Have one student construct a "master list" on the black board while other students contribute new terms.

   Likely words are:

   a. engineer
   b. artist
   c. tape recorder
   d. tape deck
   e. tape cartridge
   f. re-mix man

Activities -- Continued

g. ips (inches per second)
h. sound engineer
i. arranger
j. conductor
k. sheet music
l. producer
m. 45 speed
n. 33 1/3 speed
o. 78 speed
p. receiver
q. amplifier
r. pre-amplifier
s. reverberator
t. speaker
u. turntable
v. AM/FM
w. stereo

Tie-in with Language Arts.

Materials:

1. Newspapers
2. Magazines

CLUSTER 1 - Grade 7

CONSUMER AND HOMEMAKING

Unit/Topic 2 - Child Care

Topic: Child Care

Purpose: Our purpose in this unit is
1. To acquaint the student with areas of child care for immediate and future employment possibilities.
2. To have the student earn while he learns.
3. To have the student become more knowledgeable about child care practices.
4. To have the student become more effective at child care duties.

This avenue of instruction has been chosen because many have the responsibility of watching younger brothers and sisters. To many of them this is a very unpleasant chore. It is our hope that through information provided in this unit the task of caring for siblings will become less burdensome and more pleasurable.

Main Ideas: The student will learn some of the basic skills relevant to good child care practices.

Quests:
1. Volunteer participation at a neighborhood nursery or day-care center, hospitals and churches.
2. Research of operational functions of a nursery or day-care center.
3. Research into the fees that babysitters charge.
4. Make a chart of the proper nutrition intake that a child should have daily.
5. Research into the laws that govern nursery schools and day-care centers.
6. Student spend a day at a nursery school.

Career Opportunities: Billing clerk, bookkeeping machine operator, cafeteria workers, child care supervisor, dietician, dining room supervisor, file clerk, food technologist, head nurse, janitor, licensed practical nurse, maintenance man, manager, nurse's aide, nursing director, payroll clerk, private household worker/female, private household worker/male, physical education teacher, physician, psychiatric social worker, psychologist, recreation specialist, recreation therapy aide, rural sociologist, school counselor, social worker, speech and hearing therapist, speech pathologist, staff nurse, statistician, superintendent of recreation, teacher-elementary school, teacher-kindergarten, teacher-special education.

AGE ARTS

se: To exercise known language arts competencies and to develop skills in editing, proofreading and oral interpretation through activities directed toward child care.

To provide opportunities for creative expression in language.

tives: Upon completion of work in this unit, the student should be able to:

1. Choose and read stories and poems to young children in a way which makes them enjoyable, e.g., using animation, gestures, and voice inflections (oral interpretation).
2. Choose appropriate records, films, filmstrips, etc., for the enjoyment of a younger child.
3. Write ads for a particular business.
4. Write flyers for clubs/schools.
5. Make up a story to entertain a very young child. This may be either oral or written.
6. Provide, either orally or written, a rudimentary literary analysis of a book about which young children have especially positive or negative feelings.
7. Solicit ads from area businesses.

vities: To accomplish the objectives, the student may engage in activities such as:

1. Bring books for younger children to school from home, library.
2. Obtain or construct lists of books, films, records, etc. appropriate to younger children. (Prince Georges County Library has an annotated list available.
3. Write, edit and proof Babysitting Club Flyer.
4. Write, edit and proof Miniplay School (Minimite Playschool) Flyer.

Activities -- Continued

5. Solicit advertisements from local business to support flyer. Tie-in with Business.

6. Write advertising copy for local businesses. Have businesses approve copy.

7. Decide on layout of flyers (to give to Industrial Arts).

8. Carry out oral advertising for Babysitting Club and Miniplay School.

   a. Call radio stations
   b. Make announcements in churches
   c. Go to rooms in your junior high school.

9. Make up a "literary analysis" checkoff sheet to use in evaluation of children's preferences of stories. Tie-in with Math, Science.

10. As a group, read children's stories aloud, with each student taking the part of one character. Critique the performance of other students: i.e. what was done very well, what could have been done better.

11. Select a story or a poem to read to a particular child in the Minischool or as a part of baby-sitting and record reaction of child to story on "literary analysis" sheet.

12. Set up a listening corner as a place to evaluate children's records.

13. Select a film or record for presentation in Minischool and following presentation, record reaction of children.

Materials:

1. Record Player
2. Film Strip Projector
3. Film Projector
4. Films for Younger Children
5. Records for Younger Children
6. Books for Younger Children

tes:

Tie-Ins with Specific Career-Related Skills.

Emphasize patience in attending to details such as proofing and editing.
Bring out respect for what others say, write, do.

Career Development Curriculum Guide: Grade 7
Consumer and Homemaking, Child Care

MATHEMATICS

Purpose: To provide for the students an opportunity for meaningful applications of vocationally oriented mathematics by dealing with problems in the organization and operation of an efficient and productive enterprise, in this instance, a Minischool.

Objectives: Upon completion of work in this unit, the student should be able to:

1. Discriminate between, name and accurately construct, given any of a number of materials the following:

   a. acute angles
   b. obtuse angles
   c. right angles
   d. straight angles, e.g., parallel, intersecting, horizontal, oblique
   e. polygons of 3, 4, 5, 6, 8 and 10 sides (pentagon, hexagon, octagon, decagon).
   f. quadrangles (parallelogram, rectangle, square, trapezoid).
   g. circle, arc, semicircle, center, radius, diameter chord cube
   h. cube
   i. rectangular solid
   j. cylinder
   k. sphere
   l. prism
   m. pyramid
   n. cone
   o. equilateral, isosceles, and scalene triangles.

2. Divide numbers up to and including four-digit dividends by one-digit divisors and by two-digit divisors.

3. Align and add numbers up to and including three addends of two digits each, with regrouping when necessary.

4. Multiply numbers up to and including a three-digit by a two-digit number.

5. Align and subtract numbers up to and including four-digit numbers with regrouping when necessary.

ctives -- Continued

6. Identify and apply the following relationships:

   a. Factor A Factor B Product
   b. Product Factor A Factor B
   c. Product Factor B Factor A

7. Collect, tally and analyze data taken from various surveys.

8. Determine the mean, median and mode of sets of data.

9. Construct and interpret (orally or written) line, circle, bar and pictographs from survey data.

10. Check results of work, as appropriate.

vities: To accomplish the objectives, the student may engage in activities such as:

1. Construct plane figures (perhaps for coloring) and solid geometric figures for the children in the child care center. Tie-in with Industrial Arts.

2. Keep records and analyze data about each child in the child care center with reference to e.g.

   a. Height, weight, age nutrition
   b. Literary analysis check sheets
   c. Behavior characteristics check sheets

   Tie-in with Science.

3. Find simple games involving numbers for the children in Minischool to play.

4. Find out how much space per child is required for a child care center; given the above amount of space, calculate how many children can be cared for at the center. Tie-in with Business.

5. Find out how many adult workers are required per child and what the average yearly salary is for each. Calculate the cost per year of all the adult workers at the center. (Don't forget to call for an accountant's salary.)

Activities -- Continued

6. Obtain a model five day menu for a child care center. Calculate how much food must be bought and what the total cost of the center will be. (Use the cost of the five day menu as a weekly cost for food so that the students may calculate a yearly cost for food. If the menu offers alternatives, then have the students decide on the choices based on nutritional value and cost.)

7. Calculate the cost of such needs for a child care center as clothing, sheets, pillow cases, blankets, toothbrushes, toothpaste, soap, etc.

8. Calculate the cost for each child to attend the child care center based on the expenses and desired profit of the child care center. The desired profit may be decided by the teacher and/or students. The amount of tax charged to the child center must be considered in the expenses. Tie-in with Business.

Materials:

1. Films:
   a. "Origin of Mathematics" #400
   b. "The Language of Graphs" #290
2. Filmstrips:
   a. "Angles" #2202
   b. "Segments and Polygons" #2203
   c. "Lines-Relationships-Directions" #304
   d. "Sets of Quadrilaterals" #1989
   e. "Graphs" #987
3. Equipment
   a. Charts of plane and solid figures
   b. Math-Moto set
   c. Models of solids
   d. Polygon Board
   e. Protractors
   f. Rulers
   g. Scissors
   h. String and wire
   i. Wooden circle
   j. Compass
   k. Graph paper
   l. Graph blackboard
   m. Music liner

SCIENCE

Purpose: To help the students develop a sense of responsibility toward themselves, younger children and dependent animals in their environment.

To gain further insight into methods of scientific investigation with emphasis on crosschecking of:

a. Research reports

b. Individual observations in Minischool

Objectives: Upon completion of work in this unit, the student should be able to:

1. Recognize, describe and interpret behavioral differences in younger children.

2. Assume responsibility for the care and feeding of some pets.

3. Adequately provide for the special needs of classroom animals.

4. Research and report on the habits and basic survival requirements of animals useful for classroom investigations and for education/enjoyment by Minischool children.

Activities: To accomplish the objectives, the student may engage in activities such as:

1. Compile a list of DO'S AND DON'TS for getting along with children. Tie-in with Language Arts.

2. Prepare an observation sheet on behavior characteristics of young children. Select one child, per student, for observation and play. Record on the observation sheet (examples attached) the behavior characteristics of that child. This information can then be analyzed and interpreted. (See MATHEMATICS.)

3. To "exchange" children and compare and discuss any difference in reported observations. Tie-in with Home Economics.

Activities -- Continued

4. Revise list of DO'S AND DON'TS based on observations of children.

5. Research and report on living requirements of such animals as hamsters, gerbils, fish, turtl

6. Acquire and set up animals in fairly natural surroundings.

7. Assume responsibility for feeding, cleaning water, cages, etc., on a rotating basis.

8. Assign, on a rotating basis, the "job" of "health inspector" to report on the apparent health of animal specimens.

9. Research some of the following terms in relati to child care:

   a. discipline
   b. toddler
   c. observation
   d. preschool
   e. independent
   f. dependent
   g. characteristics
   h. record
   i. stimulate
   j. imagination
   k. trait
   l. attitudes
   m. self-reliance
   n. inquisitive
   o. social adjustment

Materials:

1. Reference books and magazines
2. Four large animal cages (for hamsters, gerbils guinea pigs)
3. One 15-gallon aquarium (aquarium equipment: pump, filter, aquatic plants, sand, gravel)
4. One large terrarium
5. Live animal specimens: hamsters (pair), guine pigs (pair), gerbils (pair), fish for aquarium (guppies)
6. Materials for making classroom posters: poste board, paste, drawing pencils, colored crayons
7. Feed for animal specimens and fish
8. Books (available in library):
   a. Science 2: Experiment and Discovery (Text Davis, Burnett, Gross. (Holt, Rinehart & Winston), pp. 256-261.

rials -- Continued

b. Brance, Margery. All About Pets.
c. Conklin, Gladys. I Caught a Lizard (How to keep small creatures)
d. Gutherie, Esther L. Home Book of Animal Care.
e. Bonner, John T. Cells and Societies.
f. Selsman, Millicent E. How Animals Tell Time (animal intelligence).
g. Selsman, Millicent E. How Animals Live Together.
h. Gilbert, Bill. How Animals Communicate.

9. Films (from D. C. Public Schools Audio-Vidual Deparment):
a. "Amphibians" (#834, 10 min.)-- frogs, toads, salamanders
b. "Animal Habitats" (#835, 10 min.) -- adaptations to various environments
c. "Animal Homes" (#745, 11 min.) -- exterior and interior views
d. "Fish Family, A" (#1151, 11 min.) -- The Blue Acara: life history, in color
e. "Reptiles Are Interesting" (#871, 11 min.) -- in color, lizards, snakes, turtles, crocodiles

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PLAY SCHOOL OBSERVATION SUMMARY

Your Name_____ _____ Date_____

Summarize your observations of the two children

NAME OF CHILD_____ Age_____

PHYSICAL CHARACTERISTICS

SOCIAL AND EMOTIONAL CHARACTERISTICS

CHILD'S INTERESTS

NAME OF CHILD_____ Age_____

PHYSICAL CHARACTERISTICS

SOCIAL AND EMOTIONAL CHARACTERISTICS

CHILD'S INTERESTS

PLAY SCHOOL SUMMARY REPORT

DATE_____

NAME_____

WRITE A PARAGRAPH OR TWO DESCRIBING HOW PLAY HAS HELPED IN THE PHYSICAL, MENTAL, AND SOCIAL GROWTH OF ONE CHILD

(Additional information, such as clothing, food, etc., may be added to this report if desired)

PLAY SCHOOL OBSERVATION SHEET #1

Date_____ Your Name_____

Check each trait you observed of child and tell how this was shown.

Name of Child	Traits	Your Comments
	ATTITUDE TOWARD ADULTS	
	Resists commands	
	Cooperative	
	Resists suggestion	
	Responds quickly	
	Responds physically (biting, hitting, etc.)	
	PHYSICAL CONDITION	
	Good control of body	
	Awkward in movements	
	Good small muscle coordination	
	Noticeable special skills	
	Noticeable physical defects	
	SELF-RELIANCE	
	Cries easily	
	Finds things to do	
	Watches other children	
	Calls for help often	
	Can manage clothes	
	Dresses self	
	Takes care of his toilet needs	
	SOCIAL ADJUSTMENT	
	Makes friends easily	
	Shares with other children	
	Plays with only 1 or 2 children	
	Gives in easily	
	Refuses to play with other children	
	Children refuse to play with him	
	Leader	
	Takes turns	
	Gets into quarrels	
	LANGUAGE DEVELOPMENT	
	Talks distinctly	
	Uses single words	
	Uses short sentences	
	Uses a large vocabulary	
	Uses difficult words	

PLAY SCHOOL OBSERVATION SHEET #1
(Continued)

Name of Child	Traits	Your Comments

STORIES
- Likes to be read to
- Listens
- Inattentive
- Talks about pictures in the story
- Asks for stories
- Enjoys books

SCIENCE
- Inquisitive
- Asks questions
- Has a special interest
- Aware of usual
- Aware of unusual

ART
- Likes to fingerpaint
- Shows freedom of movement
- Aware of color
- Uses many colors'
- Likes to paint
- Tries to paint objects
- In free coloring he
  - uses: lines_____
  - solid areas_____
- Cuts paper
- Absorbed in his work

MUSIC
- Likes music
- Responds to rhythm
  - Freedom in response
  - Sings while playing

DRAMATIC PLAY
- Imaginative in play
- Shares ideas with others

HOME ECONOMICS

Purpose:

To develop the skills necessary for becoming a more effective babysitter.

To develop skills and attitudes necessary for operating the Minischool.

To develop some skill in providing adequate nourishment for children, especially in view of the fact that there is a high incidence of early teenage parenthood.

Objectives:

Upon completion of work in this unit, the student should be able to:

1. Prepare a simple meal or a snack for a child.
2. Guide younger children in basic sanitary procedures, e.g., washing hands after going to bathroom, before eating, brushing teeth after eating, etc.
3. Provide clean clothing for children when appropriate.

Activities:

To accomplish the objectives, the student may engage in activities such as:

1. Carrying out research to find simple menus for breakfast, lunch and dinner.
2. Using menus found during research, write menus that can be used in the Minischool. Tie-in with Language Arts.
3. Carry out, as a rotating assignment, the preparation of snacks/meals for children in the Minischool.
4. Carry out, as a rotating assignment, supervision of some sanitary procedure. Tie in with Science.
5. Carry out, as part of observation/play with a single child, (See SCIENCE) supervision of child.

Materials:

References and textbooks:

1. Lowndes, Marion. A Manual for Babysitters. Boston: Little, Brown & Co.
2. Barclay, M.S. and F. Champion. Teen Guide to Homemaking. New York: McGraw Hill Book Company, Inc.
3. Davis, M. and Peeler, Y. Lessons In Living. Boston: Ginn and Co., 1970.

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STRIAL ARTS

ose: To provide meaningful activities in the area of child care relative to industrial arts for immediate and future employment opportunities.

ctives: Upon completion of work in this unit, the student should be able to:

1. Constructively participate in printing flyers for community distribution.
2. Utilize some of the basic tools of industrial arts for child care purposes.
3. Determine and gather materials required for given projects.
4. Without supervision or instruction, make a low-cost gift or toy for a child.

vities: To accomplish the objectives, the student may engage in activities such as:

1. Determining the materials required for projects and where they may best and most economically be obtained. Tie-in with Mathematics.
2. Collect, repair and make small toys for the Minischool. Tie-in with Home Economics.
3. Print and distribute flyers for Babysitting Club and Minischool. Tie-in with Language Arts.

rials:

1. Drawing instruments and supplies (T-square, ruler, etc.)
2. Supply catalogue
3. Industrial arts tools and equipment
4. Toy creation supplies, e.g., scrap fabric, wood, glue, construction paper, cardboard, modeling clay, paint, paint brushes, crayons, water-colors, needles, thread, patterns, etc. (See HOME ECONOMICS)

MUSIC

Purpose:

To provide musical experience which a student could use in working with the preschool child.

To teach students, through personal experience with younger children, that every child is a special kind of musician and has the capacity to respond to music in ways that are satisfying to him as an individual.

To provide opportunities for creative expression.

Objectives:

Upon completion of work in this unit, the student should be able to:

1. Provide musical accompaniment on at least one instrument.
2. Perform exercises to music.
3. Construct at least one percussion instrument.
4. Discriminate between an appropriate and an inappropriate sound effect for particular dramatic scenes.

Activities:

To accomplish the objectives, the student may engage in activities such as:

1. Make percussion instructions from baseball bats, bowling pins, ice cream cartons, oatmeal boxes, pie plates, bottle caps, etc. Tie-in with Science.
2. Listen to commercially produced musical stories and choose the most effective for use in the Minischool.
3. Invent or find suggestions for rhythm games that can be used in the Minischool.
4. Lead children in the Minischool in exercises or dance movements to music. Tie-in with Physical Education.
5. Lead children in the Minischool in singing and accompany them on the autoharp or resonator bells.

vities -- Continued

6. Dramatize, for the Minischool children, stories as songs are played or sung. Tie-in with Language Arts.

rials:

1. Autoharp
2. Record player
3. Rhythm instruments
4. Records
5. Resonator bells
6. Books
   a. Action Songs and Rhythms for Children by Sally Monsour, Marilyn C. Cohen and Patricia Lindell.
   b. Creative Rhythmic Movement for Children by Gladys Andrew.
   c. Music is Motion by Edna G. Buttolph.
   d. Rhythms, Music and Instruments to Make, Book 2 by John Hawkinson and Martha Faulhaber.

PHYSICAL EDUCATION

Purpose:

To acquaint the students with some basic safety factors in caring for children while participating in outdoor and indoor games.

To provide skills which will enable students to assume responsibility for recreational activities of younger children.

To make the students more aware of future employment possibilities in child care.

Objectives:

Upon completion of work in this unit, the student should be able to:

1. Describe safety factors such as location of play area and kind, size and shape of play objects.
2. Demonstrate first aid for cuts including application of antiseptics and bandaging.
3. Describe some of the jobs available in the area of recreation and child care.
4. Describe or demonstrate a few games that can be taught to children in the home.
5. Demonstrate organized play and recreation of young children guided with skill and understanding. This should include action games both with and without musical accompaniment.

Activities:

To accomplish the objectives, the student may engage in activities such as:

1. View film "Play Safe" (D. C. Public School Film Library) and discuss safety factors illustrated and their application to Minischool and babysitting situations.
2. Make up or choose from reading material two games, one for 1 to 5 year olds and the other for 6 to 10 year olds. Tie-in with Language Arts.
3. Field Trip: Visit a large child care center (day care center) to see the safety measures taken for conducting activities.

Activities -- Continued

4. Field Trip: Visit the recreation center located in Evans and discuss the job opportunities in recreational child care when back in the classroom. Some of these are:

   a. roving leader
   b. camp leader
   c. counselor
   d. recreation specialist
   e. child psychologist

5. Conduct and/or supervise games for the children in the Minischool. Tie-in with Home Economics.

Materials:

1. Balls, block, jump ropes and other toys for younger children
2. Film projector
3. Creative Playthings catalogue
4. Design for Play by Richard Dutter
5. Record player

CLUSTER 1 - Grade 3

CONSUMER AND HOMEMAKING

Unit/Topic 3 - Nutrition

Career Development Curriculum Guide: Grade 7
CLUSTER/MODULE: CONSUMER AND HOMEMAKING

Topic:

Purpose: To inform the students what food actually does for the body and to improve their eating habits.

Students in the 7th grade need to be made aware of the values of different foods to the body. At this period in their lives they often eat too many foods that have no nutritional value. They need to know the significance of foods to their body growth during the adolescent period.

Background information related to the following points is considered important:

1. What nutrients are required by the body.
2. Minimum daily requirements.
3. Food requirements during different ages.
4. Relationship of food to disease.
5. How food intake affects energy.
6. How preparation of food affects nutritional content.

Main Ideas: To improve the eating habits of the student, it is extremely important that he understands:

1. What foods are necessary during the adolescent period.
2. The minimum daily requirements.
3. Relationship of food to diseases.

Quests:

1. Keep an individual chart on what they have eaten daily for a week.
2. Find out what diseases are related to specific geographical locations due to the lack of certain foods.
3. Research on affects of pollution and insecticides on foods.
4. Find out what diseases are common among certain ethnic groups because of eating habits.
5. Research allergies related to foods.
6. Research why some people require more of certain nutrients than others.
7. Study the effects of certain foods on specific organs of the body.

Career Opportunities: Athletic coach, athletic trainer, catering manager, chef, cook, dairy technologist, dental technician, dietician, food technologist, head nurse, hotel manager, licensed practical nurse, nursing director, restaurant manager, stewardess.

LANGUAGE ARTS

Purpose:

To see what effects different types of foods have on people.

To eat more wisely.

To develop language arts skills while learning about food values.

Objectives:

Upon completion of work in this unit, the student should be able to:

1. State and demonstrate comprehension of spoken information on nutrition.

2. Demonstrate reading skill and comprehension of material related to nutrition.

Activities:

To accomplish the objectives, the student may engage in activities such as:

1. Field Trip. Visit PEPCO; then give a two-minute talk: "What I Learned from PEPCO."

2. Participate in a panel discussion on "Foods Can Fool You," following presentation on nutritional value of school lunches. Tie-In with Science.

3. Prepare book and periodical reports. Use old magazines for colorful illustrations.

4. Make a tape of children's reactions to "B. J. Skips Breakfast" and "Lonnie's Day".

5. Research the words in the list below, and, using those that are appropriate, do one of the following:

   a. Write a description of an ideal symposium.

   b. Write a "critical review" following a panel discussion.

6. Prepare a report on how one type of cooking affects foods: boiling, frying, baking, broiling; then present the report as a member of a symposium. Tie-in with Mathematics, Science.

Activities -- Continued

panel discussion	conference
symposium	exposition
conversation	expositor
loquacious	expressive
effusive	rhetoric
tete-a-tete	rhetorical
articulate	declaim
articulation	barbarism
projection	clause
volume	phrase
pitch	verbose
pacing	discursive
confer	matter-of-factly

Materials:

1. Films:
   a. "For Health and Happiness"
   b. "Your Body Repairs"
   c. "B. J. Skips Breakfast"
   d. "Lonnie's Day"
   e. "Foods and Nutrition"
   f. "Fundamentals of Diet"
   g. "Hunger in America"
   h. "Careers in School Food Service" (strip)
2. Tape recorder
3. Blank tape

Notes:

Be sure to structure the panel and symposium activities. Stud
work well from pre-structured groups and pre-prepared questior

Tie-Ins with Specific Career Related Skills

Emphasize keeping fit for work by good eating habits.
Show the relationship of verbal skills to nutrition and food-related jobs; for example, dietitian explaining diet and meal planning to a patient.

HEMATICS

pose: To show the role of mathematics in making more intelligent and effective decisions in nutrition as a function of one's individual needs.

ctives: Upon completion of work in this unit, the student should be able to:

1. Add numbers up to and including three addends of two digits each, with regrouping when necessary.

2. Divide numbers up to and including four-digit dividends by one-digit divisors and occasionally by two-digit divisors.

3. Multiply numbers up to and including a three-digit by a two-digit number, with occasional use of zero.

4. Determine after division whether a number is less than, greater than or equal to one.

5. Demonstrate graphically or pictorially the meanings of a fraction.

6. Use fractional numerals to represent a part of a whole; a part of a group; and an indicated division.

7. Change whole and mixed numbers to fractional form and conversely.

8. Change a fractional numeral to an equivalent form using the property of one.

9. Demonstrate comprehension of the following terms:

natural number	ratio
counting number	numerator
whole number	denominator

vities: To accomplish the objectives, the student may engage in activities such as:

1. Using the morning and evening menu from places such as Hot Shoppes, Howard Johnson's, etc.,

Activities -- Continued

students may calculate the number of calories provided in a Continental type breakfast, featured breakfast, special breakfast, special lunch, special dinners, regular lunches and dinners. The teacher may consider using the class favorites against a non-class favorite in calculating the number of calories. The student is then to determine the best nutritional (as opposed to caloric) value of meals considered by consulting with the home economics teacher. Tie-in with Science.

2. Prepare own menus for breakfast, lunch and dinner as well as in-between snacks. The breakfast, lunch and dinner must be chosen from the basic seven food groups as a tie-in with Home Economics. Each student should then calculate the total number of calories that he would consume for that day. The students are also to list those activities that they are likely to burn up in a day's time. Compare the calories consumed to the calories burned up in a day's time.

3. Determine the minimum daily vitamin requirements from the home economics teacher. Also, calculate the amount of each vitamin consumed from the menus that were made in the previous activity. Then, compare daily vitamin intake against daily vitamin needs.

4. Prepare for and participate in a discussion of vitamin deficiencies.

Materials:

1. Equipment:
   a. Flannel board
   b. Ruler
   c. Fraction chart
   d. Pantograph
      Blocks
2. Filmstrips:
   a. "Fraction Series (elementary.)" #273-281
   b. "Decimal Fraction Series" #1259-1263
   c. "Fraction Series (elementary-secondary)" #1313-1320

Materials -- Continued

d. Amazing Arithmetic Series:
"Different Differences" #1881
"Pleasing Products" #1882
"Quotient Quests" #1883
"Fraction Findings" #1884
"Zero--The Forgotten Number" #1885
"Some Sums" #1886
"Fraction Forms" #1887
"Fractions Facts" #1888
"Knowing Numbers" #1889

3. Books:
   a. Adler, Irving. The New Mathematics. The John Day Company, 1958.
   b. Allendoerfer, C. C., and Ockley, C. O. Principles of Mathematics. McGraw-Hill Book Company, 1955.
   c. Brueckner, Grossnickle and Reckzeh. Developing Mathematical Understandings in the Upper Grades. John C. Winston, 1957.
   d. Clark and Eads. Guiding Arithmetic Learning. World Book, 1954.
   e. NCTM, 24th Yearbook. The Growth of Mathematical Ideas, Grades K-12, 1959.
   f. SMSG. Mathematics for Junior High School, Volume I, Part 2, Yale University, 1960.
   g. Swain, Robert L. Understanding Arithmetic. Rinehart and Company, 1957.
   h. UMMAP. Mathematics for the Junior High School, First
4. Articles from The Arithmetic Teacher:
   a. Duker, Sam., "Rationalizing Division of Fractions," December, 1954.
   b. Johnson, J. T., "Decimal Versus Common Fractions," November 1956.
   c. Kolesnik, Theodore S., "The Division of Common Fractions," March 1960.
   d. McMeen, George H., "Division by a Fraction--a New Method," May, 1961.
   e. Mueller, Francis J., "On the Fraction as a Numeral," May, 1961.
   f. Mueller, Francis J., "The Neglected Role of the Decimal Point," March, 1958.
   g. Mueller, Francis J., "The Building Readiness in Grades Seven and Eight," November, 1959.
   h. Stephens, Lois and Dutton, Wilbur, "Retention of Skills of Division of Fractions," January, 1960.

SCIENCE

Purpose:

To make students more aware of the nutritional values of foods and to give some practical guidance on what foods are most valuable to an adolescent.

To develop a deepening awareness that food, along with exercise, rest and cleanliness determine to a large degree how one looks, learns, feels and acts.

To develop a more accurate and scientific idea of what nutrition is.

To develop an understanding, on a scientific basis, of how food is used by the body.

Objectives:

Upon completion of work in this unit, the student should be able to:

Demonstrate that he can choose food wisely for the sake of good health now and in the future.

Demonstrate, on a scientific basis, an understanding of how at least one important nutrient is utilized by the body.

Demonstrate the ability to measure the caloric value of at least one type of food.

Activities:

To accomplish the objectives, the student may engage in activities such as:

1. Research and define the following terms: food, nourishment, energy. Tie-in with Physical Education.

2. Test food(s) for nutritional value. The following simple tests can be done on various foods to indicate what nutrients they contain:

   a. Nitric acid test--protein
   b. Brown bag test--fats
   c. Iodine test--starch
   d. Benedict's solution test--sugar
   e. Test food for mineral content through burning--minerals

   Tie-in with Home Economics.

Activities -- Continued

3. Perform experiment to measure the caloric value of food through burning. (special experiment)

4. Participate in discussion sessions on what foods the body needs.

5. Prepare food charts or tables of food values to show the nutrients in some common foods. Tie-in with Math.

Materials:

1. Benedict's solution
2. Nitric Acid
3. Test tubes
4. Tincture of iodine
5. Test tube holders
6. Beakers
7. Ammonia
8. Various food samples
9. Petri dishes
10. Bunsen burners of butane torches

HOME ECONOMICS

Purpose: To help students develop an awareness that foods should be nutritious as well as enjoyable.

Objectives: Upon completion of work in this unit, the student should be able to:

1. State what food components the body needs daily.
2. Analyze how food is utilized in the body.
3. State why certain foods are necessary for body maintenance.
4. Plan and prepare food items from the Basic 4 Food Groups and analyze results as to principles and techniques of cookery.
5. Write simple balanced menus.

Activities: To accomplish the objectives, the student may engage in activities such as:

1. Utilizing "The Guide to Good Eating," students will from own copy classify from a list of fifty foods those that would belong to each classification of the Basic 4 Food Groups.
2. Students will make a chart listing:
   a. Names of nutrients important in health maintenance.
   b. Purpose of each nutrient.
   c. Food sources of nutrients.
   d. Problems resulting from overweight.

   Tie-in with Science
3. Students will make a bulletin board or felt board display using the "Go, Grow and Glow" ideas: (Tie-in with Art)
   a. Discuss nutrients that would be described by the above title, for example:
      1) Proteins - Grow
      2) Vitamins - Glow

ivities -- Continued

3) Fats and Carbohydrates - Go
4) Minerals - Grow

b. Suggested questions and answers:
1) What causes the automobile to go? - gas
2) What causes the body to go? - food
3) What do plants need to grow? - water
4) Etc.

4. Laboratory experiences:

a. Plan and prepare a food from milk group.
b. Plan and prepare a food from bread and cereal group.
c. Plan and prepare a food from meat group.
d. Plan and prepare a food from fruit and vegetable group.
e. Plan, prepare and serve a complete light breakfast or lunch.

5. Using breakfast menu forms from the blackboard (light, medium and heavy), and the "Guide to Good Eating", plan different menus.

erials:

1. Booklets:
a. "How Your Body Uses Food" - Dairy Council
b. "Good Eating Guides" - Dairy Council of Washington
c. "Eating Right Keeps You Swinging" - Carnation Company
d. "Food For You and Your Family" - General Food Kitchen
e. "Modern Meal Planning" - Home Economics Department, Campbell Soup Company
f. "Home Meal Planner" - Pet Milk Company
2. Charts:
a. "Nutritive Value of Foods" - National Dairy Council
b. "Basic 4" - National Dairy Council
3. Transparencies:
a. Nutrient teaching transparencies - Dairy Council of Greater Metropolitan Area
b. "Planning, Selecting, Serving and Eating Food" - 3M Corporation

Materials -- Continued

4. Filmstrips:
   a. "Go, Glow, Grow" - Carnation Company
   b. "Wonderful World of Foods" - Proctor and Gamble Company
   c. "Eating Right Keeps You Swinging" - Carnation Company
   d. "Essential Nutrients of Our Body Maintenance" - State Health Department
5. Textbooks:
   a. Banks, Lewis. Tomorrow's Homemaker. New York: McMillan Company, 1960.
   b. Pollard, Lula Belle. Experiences with Foods. Boston: Ginn and Company, 1964.
   c. Cross, Aleene. Introductory Homemaking. New York: J. B. Lippincott, 1970.
   d. Barclay and Champion. Teen Guide to Homemaking. New York: McGraw-Hill Company, 196
   e. Davis and Peeler. Lessons in Living. Boston: Ginn and Company, 1970.

r Development Curriculum Guide: Grade 7
mer and Homemaking, Nutrition

CAL EDUCATION

se: To show the student how nutrition plays an important role in the growth and development of the body, especially during the adolescent period.

tives: Upon completion of work in this unit, the student should be able to:

1. Explain the need for proper food to provide the body with energy to perform normal body functions and strenuous physical activities.

2. Give examples of groups of foods that constitute a balanced meal.

3. State the need of good eating for growing teenagers.

ities: To accomplish the objectives, the student may engage in activities such as:

1. Resource Person: Discussing with a visiting trainer the athletic training table meals, and writing a summary of the discussion. Tie-in with Language Arts.

2. Determine, through research, some of the diseases and defects related to poor eating habits. Tie-in with Science, Home Economics.

3. Have students find out the minimum energy (caloric) requirements for different adolescents per day, e.g., a student who engages in several hours of strenuous physical activity as opposed to one who does not. Tie-in with Mathematics.

ials:

1. Chart of basic food groups.
2. Chart of balanced meals for teenagers.
3. Free material from National Dairy Council

CLUSTER I - Grade 7

CONSUMER AND HOMEMAKING

Unit/Topic 4 - Clothing

Topic: Clothing

Purpose: To provide the student with the knowledge of the necessity of clothing and its use in modern day living.

Students at this grade level should become increasingly concerned with their personal appearance. Oftentimes it is taken for granted that students will automatically acquire the concern for personal appearance. The uses of clothing, interest in personal appearance, and good grooming practices need to be taught.

Background information related to the following points is considered important:

1. Clothing in relation to climate.
2. Clothing for different occasions.
3. Styles appropriate for teenagers.
4. Dressmaking versus buying.
5. How clothes from the past have influenced today's styles.
6. Occupations related to the clothing industry.
7. Care of clothing.

Main Ideas: To provide the student with the knowledge of the necessity of clothing and its use in modern day living, the student must understand the following:

1. How clothing styles of the past have had considerable influence on today's styles.
2. How climatic conditions have a definite influence on one's selection of clothing.
3. What factors determine the proper care of particular garments.
4. To provide a general knowledge of the occupations related to clothing.

Quests:

1. Design garments.
2. Research on current salary rates for occupations related to clothing.
3. Visit with some of the tailoring shops in Washington, D.C.
4. Research into styles that are popular in other countries.
5. Research into the influence of American styles on other countries.

Quests -- Continued

6. Research into how Paris came to be the authority on fashions.

Career Opportunities: Advertising manager, artist/illustrator, buyer, clothing salesman, display designer, dress designer, fashion designer, hotel laundry manager, laundry worker, milliner, pattern maker, photographer, sales correspondent, seamstress, sewing machine operator, shear operator, spotter and presser, tailor, teacher/home economics, teacher/secondary school, weaver.

LANGUAGE ARTS

Purpose:

To understand the purpose and appropriateness of clothing.

To realize that language is the clothing of the mind.

To develop a feeling for "appropriateness" in language.

To develop habits of good grammar.

Objectives:

Upon completion of work in this unit, the student should be able to:

1. Demonstrate an ability to classify words as slang/jargon or "straight" language.
2. Use correctly and define the terms connotation, denotation, insinuating.
3. List words that have affective qualities.
4. Create phrases that have pejorative qualities.
5. Create phrases that have positive affective communication.

Activities:

To accomplish the objectives, the student may engage in activities such as:

1. Writing the script for the fashion shows to be held in conjunction with the Home Economics class.
2. Make a clothing scrapbook, "Fads and Fashions of Yesterday/Today": use different (archaic, elegant, idiomatic, dialectical, standard)kinds of language in legends for the paste-ups. Tie-in with Art.
3. Quest: Make a sound/film strip (slide) presentation when visiting clothing factory.
4. Present research reports on the history of "haute couture," with emphasis on the correct use of the past perfect tense.

Activities -- Continued

5. Make a bulletin board of colored cut-outs: "Good Grooming for Young Teens," with emphasis on euphemism, insinuation, catchword in labeling cutouts.
   Tie-in with Art.

Materials:

1. Manila paper for scrapbooks.
2. Cameras, flash bulbs, film for making slides
3. Blank tape
4. Magazines for cutouts.
5. Films: (order in advance: See University of Iowa Film Catalogue)
   a. "Choosing Clothes for Health"
   b. "Clothes and You: Line and Proportion"
   c. "George's New Suit: Where Clothing Comes From"
   d. "Making Language Appropriate and Effective"

Notes:

Tie-Ins with Specific Career Related Skills

Emphasize grammatical component of both oral and written work.
Bring out value of loaded language in effective communication.

MATHEMATICS

Purpose: To show the students some of the methods of organizing data and displaying the results.

Objectives: Upon completion of the work in this unit, the student should be able to:

1. Read and write decimal numerals correctly through the thousandths.
2. Arrange decimal numerals in increasing or decreasing order through the thousandths.
3. Convert common fractions to decimal form and decimal fractions to common fraction form.
4. Add, subtract, multiply, and divide numbers expressed with decimal fractions.
5. Calculate mentally, estimate and/or use appropriate methods for checking calculations involving decimals.

Activities: To accomplish the objectives, the student may engage in activities such as:

1. Do a "comparison shopping" survey of the prices of men's and women's clothing items, including visits to stores by selected student teams and detailed analysis of newspaper advertising and catalogs (Sears; Wards; etc.). Use the data to:
   a. Give the range and calculate the average price for each item for which more than one price has been found.
   b. Prepare a chart showing the data from a. for various clothing items.
   c. Compare the price of given items for sale and non-sale situations and calculate the percentage saving where appropriate (difference between two prices divided by the larger price).
   d. Prepare graphs of the trend of prices for various items by some unit of time (e.g., weekly); calculate the percentage of "inflation" in the prices, and compare the results with the official U.S. Dept. of Labor cost of living inflation data for the same period.

Activities -- Continued

2. Do a survey of Minischool students to determine the typical new wardrobe purchases for each season of the year, one for boys and one for girls. Use the data to:

   a. Calculate the average cost of new clothing purchases per season for boys and for girls.
   b. Calculate the average cost per year of new clothing purchases for boys and for girls.
   c. Prepare a graph of the results from a.

Materials:

1. Patterns of several garments
2. Department store inventory and price lists

Notes:

Tie-In with Other Subject Areas

Social Studies -- Activity 1, 2: planning and executing surveys.
Home Economics -- Activity 1, 2: planning and executing surveys.

SCIENCE

Purpose: To identify some practical ways of preserving clothing and making them more useful for a longer period of time.

Objectives: Upon completion of work in this unit, the student should be able to:

1. Analyze some of the properties of substances that are used as cleansing agents.
2. Determine the value of the use of cleansing agents on clothing.
3. Identify some of the ways of removing stains from soiled clothing.

Activities: To accomplish the objectives, the student may engage in activities such as:

1. Using several samples of different materials, the student will stain these materials (cotton, wool, silk, etc.) with oil, paint, dirt, ink, chewing gum, and then try removing each kind of stain with soap, detergent, cleansing fluids and other cleansing agents. Tie-in with Home Economics.
2. Students can prepare stain removal charts after completing their experimenting stating which cleansing agents best remove different stain and why.
3. Based on experimentation give the terms solvent, solute and solution, using several common solvents and solutes and state which solutes will dissolve in which solvents.
4. Research and engage in a panel discussion on specifically how detergents and soaps work since they are the most available cleansing agents: include the terms surface tension, hydrophobic, hydrophilic and wetting.

Materials:

1. Ether
2. Alcohol
3. Acetone
4. CCl_4

Materials -- Continued

5. Bar soap and detergents
6. Cooking oil, petroleum jelly
7. Ink
8. Benzene
9. Energine Spot Remover
10. Samples of materials (cotton, wool, acetate, silk, etc.)
11. Turpentine

. STUDIES

se: To investigate the climatic regions of the United States, recognize the influences of climate on the clothes we wear and gather data on related occupational opportunities.

tives: Upon completion of work in this unit, the student should be able to:

1. Locate on a map of the United States different climatic regions.
2. Identify the occupations related to the clothing industry, climate, and weathercasting.
3. Compare and contrast the various characteristics of the climatic areas of the United States.
4. Describe the kinds of clothing worn in different climatic regions and why such clothing is necessary.

ities: To accomplish the objectives, the student may engage in activities such as:

1. Indicating the climatic regions of the United States on an outline map using colored pencils.
2. Describing weather conditions in each climatic region. Tie-in with Language Arts.
3. Constructing a display of pictures showing the types of clothing appropriate for various regions.
4. Participating in a discussion of the reasons why a particular type of clothing is needed in a given climatic area.
5. Listing and describing the qualifications for occupations related to the clothing industry. Tie-in with Language Arts.
6. Drawing a map of the United States, labeling the climatic areas.
7. Making slides showing weather conditions typical of a climatic region.

Activities -- Continued

8. Field Trip: Making a tour of a department store to observe and interview workers in occupations related to the clothing industry.

9. Field Trip: Planning and making a tour of the Weather Bureau.

10. Checking the accuracy of daily weather reports for a week.

11. Field Trip. Planning and making a trip to a clothing factory. (Frederick, Maryland)

Materials:

1. Books:
   a. The World Around Us, Thralls
   b. Global Geography, Vancleff and Finney
   c. The United States and Canada, Whittemore
2. Equipment:
   a. Film projector
   b. Maps (United States and Climatic)

Career Development Curriculum Guide: Grade 7
Consumer and Homemaking, Clothing, Part 1, (Getting Ready to Sew)

HOME ECONOMICS

Purpose: To develop knowledge, skills, and understanding on the part of the student in preparation for clothing construction.

Objectives: Upon completion of work in this unit, the student should be able to:

1. Determine the type garment to be made.
2. State some factors affecting the choice of a garment.
3. Demonstrate use and state care for the sewing machine, sewing equipment and supplies.
4. Determine correct pattern type and size.
5. Choose the "right" material taking into consideration the following factors:
   a. pattern design
   b. figure or body build
   c. activity
   d. ease in handling
   e. upkeep
   f. cost
6. State how color may be used to enhance or camouflage the figure.

Activities: To accomplish the objectives, the student may engage in activities such as:

1. Take inventory of his or her wardrobe to find out what type of garment is needed.
2. Participate in a teacher-led discussion and chalk board presentation of factors to consider in selecting a garment to be made.
3. Observe a demonstration by the teacher of threading and use of the sewing machine and other sewing equipment.

Activities -- Continued

4. Taking a pretest on their knowledge of sewing machine through a written or student demonstration type test: see attached checklists, tests at the end of Clothing (Construction), and comparing results.

5. Observe a demonstration showing the correct technique forepressing:

   a. seams
   b. darts
   c. hems
   d. convex areas
   e. concave areas

6. Observe a demonstration by the teacher of how to use cutting, marking, and measuring equipment.

7. Choosing sewing partners and taking one another's measurements. Use sizing charts in back of pattern books to find correct size and figure type.

8. Work with pattern illustrations and fabric swatches to gain experience in choosing the best fabric for the design of pattern.

9. Make a bulletin board display of pattern jackets (pictures) with appropriate fabric for constructing a similar garment.

10. Field Trip: Take trip to a department or fabric store to buy fabric. Pre-plan things to look for and consider before making a purchase--cost, design and up-keep.

11. Practice making colors from primary colors. Set up trays of primary paints and glass jars. Make a color wheel to be used in other home economics classes.

12. Find out, through reading activity, how color is used to show contrast, illusions, and intensity.

Activities -- Continued

13. Resource Person: Be present at a demonstration by a resource person such as a Powers (student) model showing how colors may be used to enhance or camouflage the figure.

14. Students will work in groups trying on different colored bibs to choose their "best" colors.

15. Observe demonstration of how the use of lines in a garment may achieve different effects:

    a. vertical lines for height
    b. horizontal lines for width

Materials:

1. Films:
   a. No. 1828, How is Clothing Made: Story of Mass Production
   b. No. 529, Synthetic Fibers (Nylon and Rayon)
   c. No. 1886, Cotton to Clothing
   (Available from D. C. Schools A-V Dept.)
2. Filmstrips:
   a. No. 1733, The Talking Clothes, 19
3. Magazines:
   a. Business World
   b. Vogue
   c. Ebony
   d. Look
   e. Fortune
4. Books:
   a. Goldstein, H. I. Art in Everyday Life. McMillan, 1954.
   b. Ryan, M. Dress Smartly. Scribner, 1956.
   c. Friend, M. R. Clothing. Appleton-Century-Croft, 1953.
5. Different colored bibs.
6. Sets of paint
7. Sewing machine and notions
8. Iron, materials to be pressed
9. Patterns, fabric swatches
10. Garments for demonstration on lines

Notes:

Tie-Ins for Clothing may be found at the end of the Construction part of the Clothing Unit.

Career Development Curriculum Guide: Grade 7
Consumer and Homemaking, Clothing, Part 2, (Construction)

HOME ECONOMICS

Purpose:

To build knowledge and skill enabling the student to make his own clothes as well as clothes for others. Boys as well as girls are included in clothing construction because high fashion is no longer a woman's domain; men have become the peacocks of the species with many men designing both men's and women's fashion Fashions for men have become easier to construct with emphasis being placed on unisex clothing minus padding and detailed tailoring techniques. According to some recent statistics, boys and men are now sewing, making jump suits, body shirts, ties, flare bottom pants and even hot pants. Techniques and skills that have traditionally been taught to girls would be applicable to teaching boys.

Objectives:

Upon completion of work in this unit, the student should be able to:

1. Read and follow directions given on a commercial pattern.
2. Properly select and use tools in a beginning sewing class.
3. Demonstrate the ability to use the sewing machine.
4. State at least one technique transferrable from one type of garment to another. Example: making a dart in the waist of the fitted skirt or in the bustline in the jumper.
5. Construct a simple garment for himself or herself or a family member.
6. Evaluate student-made projects in comparison with either student or teacher made models.

Activities:

To accomplish the objectives, the student may engage in activities such as:

1. Viewing film strips "How to Do It Series", and practicing skills. As students need assistance, the teacher should provide it.
2. Taking pretest to assess areas of strengths and weaknesses (See attached checklists, tests) and comparing results.

tivities -- Continued

3. Attend a showing of fashions from different pattern companies--Simplicity, Butterick, McCall, Vogue--(This should be arranged by the teacher), and write a statement of which garments each feels is appropriate for him/her and why. Tie-in with Language Arts.

4. Resource Person: Attend a demonstration by a professional designer such as Mr. El Rif or expert dressmaker to observe the speed method they use when sewing.

5. Have students prepare progress charts. Charts should be novel ideas that will generate interest. Suggested ideas:

   a. Automobile chart - small cars will move along road from start to finish.
   b. Sail boat chart - Boats are placed on water. Sails on boat are made from each student's fabric. Boats will move as student progresses to basic seams, facings, zippers, darts.
   c. Turtle charts

   Tie-in with Art Department

6. The students will construct a simple garment.

   a. Preparation of fabric before cutting
   b. Layout and cutting
   c. Construction by unit method
   d. Application of fasteners

7. Students will evaluate the finished garment. Suggested methods of evaluation:

   a. Organize a class fashion show or arrange to exhibit garments in one of the following ways:
      1) The school display case
      2) A community store window
      3) A school assembly program
   b. Teacher-student preparation of a score card to evaluate students' work. Tie-in with Mathematics.
   c. Comparison with other garments made in class.

Activities -- Continued

8. Take post-test and compare pre-and post-test scores Tie-in with Math.

9. Students who have completed all class requirements in clothing should be encouraged to make other garments either for pay or for a member of the family.

10. Observe demonstrations of various techniques in sewing and practice applying these techniques to student projects.

11. Have the students conduct a contest or play a "question and answer game" to determine their understanding of the following terms:

guide sheet	symbols
nap	bias
sewing notions	facing
baste	lengthwise
fold	crosswise
cutting layout	margin
stitch	selvage edge
stay stitch	

(This activity can be conducted in collaboration with the Language Arts class.)

Materials:

1. Transparencies - Basic Sewing Part I and II, 3M Company
2. Reference Books and Pamphlets
   a. Dictionary of Sewing Terms. Simplicity Company,
   b. "Miss America Tips for Best Dressed Teens," The Toni Company.
   c. "Shortcuts to Easier Sewing" Cooperative Extension, New Mexico University.
   d. Barclay and Champion, Teen Guide to Homemaking. McGraw-Hill.
   e. "Press as You Go," General Electric Houseware Division
   f. "Clothes: Part of Your World," Margil Vanderhoff, Ginn and Company.
   g. Davis, Martha and Yvonne Peeler. Lessons in Living. Ginn and Company

Materials -- Continued

3. Charts
   a. Stitching charts for individual students- Singer Company
   b. Figure Types - McCall or Simplicity Pattern Company
4. Film - "The Sewing Machine" - D. C. Film Catalogue #1953

Sewing Equipment Checklist

Check your necessary equipment for sewing. Put an (X) beside the name of the equipment if you have it and a double (XX) if properly identified with your name.

NAME OF EQUIPMENT	X	XX
1. Sewing box		
2. Straight pins		
3. Assorted sized hand needles		
4. Tape measure		
5. Thimble		
6. Pin cushion		
7. Sewing guage		
8. Basting thread		
9. Selected pattern		
10. Selected fabric		
11. Notions from selected pattern		
12. Scissors		

All (X's) and (XX's) indicate that you are ready to begin work.

EVALUATION

A checklist for the Care of the Sewing Machine

Directions: Place an (x) in the appropriate column which best describes your practice in caring for the sewing machine.

	Yes	No
1. Can you open and close the machine noiselessly?		
2. Can you wind the bobbin evenly?		
3. Can you thread the upper part of the machine?		
4. Can you regulate the stitch length?		
5. Are you able to adjust the tension?		
6. Are you able to stitch straight, with a guide?		
7. Can you change or replace the needle?		
8. Can you locate the positions for oiling the machine?		
9. Can you reverse stitch straight and/or evenly?		
10. Can you remove work from under the needle properly?		
11. Can you raise and lower the presser foot noiselessly?		

EVALUATION

Studying the Pattern - Post-test

Directions: Read carefully the two lists below. Then beside each letter write the number from the first list below to show the group of words that best describes the lettered item.

1. Figure types in patterns.
2. Brand names of commercial patterns.
3. Guide showing how to lay the pattern in the fabric using the least amount of fabric.
4. Refers to the different styles the pattern makes.
5. The three most important body measurements.
6. Tells how much material is needed for your size and chosen view.
7. Lengthening or shortening the pattern pieces for a better fitting garment.
8. Is the guide you use in making a garment.
9. The direction of the threads in the fabric either straight across or diagonal.
10. Symbols designed to help put the garment together.

____a. Teen, subteen, Jr. Petite

____b. Notches

____c. Grain

____d. View

____e. Pattern

____f. Yardage Chart

____g. Alteration

____h. Cutting layout

____i. Bust, Waist, Hip

____j. Simplicity, McCall's, Butterick

VALUATION (PRE-TEST - POST-TEST)

Practical Examination on the Sewing Machine

Materials:

Machine with tension and stitch properly set
Pieces of cloth 3 x 5 inches
Spool of thread
Bobbin or reel

Directions:

1. Thread machine and get ready to stitch

2. Stitch according to diagrams furnished

   a. One-half inch seam
   b. Five-eighths inch seam
   c. Square corners
   d. Circle
   e. Diagonal line
   f. Retraced stitching
   g. Ends tied
   h. One-quarter inch hem
   i. One-inch hem
   j. Change needle

INDUSTRIAL ARTS

Purpose: To show the students the proper way to dress while in the shop.

Objectives: Upon completion of work in this unit, the student should be able to:

1. Dress properly while in the shop.
2. Identify the safety garments required for shop work.
3. List some of the laws governing safety procedures related to factory or shop work.
4. List the safety features on different types of machines.

Activities: To accomplish the objectives, the student may engage in activities such as:

1. View sound film: "Dressing Safely in the Shop", (D. C. School Film Catalogue)., and write a summary of critical points. Tie-in with Language Arts.
2. Demonstration of proper dress in the shop.
3. Prepare and present a poster on safety procedures to follow while in the shop. Tie-in with Art.
4. Find out the laws governing the apparel of shop workers.
5. Discuss in class the safety features on machines and those parts of a machine that could be dangerous. Tie-in with Science.
6. Resource Persons: Observe a representative from Sears or Hechinger's come in and demonstrate the use of some of the new, small hand tools, and write a summary of possible dangers and type of clothing that should be worn while operating them.

Career Development Curriculum Guide: Grade 7
Consumer and Homemaking, Clothing, INDUSTRIAL ARTS

Materials:

1. Post boards
2. Paint, crayons, and magic markers
3. Pencils, rulers, and T-squares
4. Face shields
5. Aprons
6. Goggles
7. Gloves

Career Development Curriculum Guide: Grade 7
Consumer and Homemaking, Clothing

PHYSICAL EDUCATION

Purpose:

To show the students that a gym uniform is a necessity in a physical education classroom setting.

To show the students that regular street clothing does not permit the proper muscle movement that different forms of physical activity require.

Objectives:

Upon completion of work in this unit, the student should be able to:

1. Describe why one needs a gym uniform for participating in activities in physical education.
2. Describe the effect of physical education activities on street clothing and the hygienic disadvantages.
3. Demonstrate how a gym uniform will give one more freedom of movement in activities performed in physical education class than street clothes.

Activities:

To accomplish the objectives, the student may engage in activities such as

1. Participating in study in freedom of movement--half the class will take gym in street clothes (these clothes will be used for gym only) and the other half in gym uniforms. The class will then try to determine if those individuals in gym uniforms performed better.
2. Examining both the gym uniforms and the street clothes after the activity for odor and appearance and discussing the hygienic disadvantages of street clothing for strenuous activity. Tie-in with Science.
3. Comparing the difference of performing some activity in hard soled shoes as opposed to tennis shoes. Tie-in with Science.

Materials:

1. gym uniforms
2. tennis shoes
3. physical education equipment for activities

CLUSTER 1 - Grade 7

CONSUMER AND HOMEMAKING

Unit/Topic 5 - Family Relations

Career Development Curriculum Guide: Grade 7
CLUSTER/MODULE: CONSUMER AND HOMEMAKING

Topic: Family Relations

Purpose: To promote family unity.

To promote family unity it is important that the student understand:

1. The behavior of others as a basis for improving communications.
2. The behavior of others as a basis for improving communications and interaction within the family.
3. Realization of the role of the family and its relationship between home and society.
4. Understanding the contributions and influence family members make on each other.
5. Encouraging a positive attitude toward one's own family.

Main Ideas:

1. To help the student better understand himself and others (likes and dislikes, strengths and weaknesses, problems and goals).
2. To help the student improve family relations through
   a. showing appreciation
   b. giving affection
   c. sharing interests, plans and activities
   d. accepting responsibilities (chores, health rules, choosing friends, meeting new situations)
   e. increasing family understanding.
3. To aid the student in recognizing basic needs of individuals.

Quests:

1. Report on the origin of some of our social customs such as shaking hands, rising when someone enters the room, men walking on the outside of the sidewalk, tipping hats, and using the letters RSVP on an invitation.
2. List things you do that cause trouble with your parents. Study some of these problems and decide on ways you can get along better.
3. List qualities of individuals who are well-liked and respected in your school.

Career Opportunities: Bank credit analyst, boys' club executive director, boys' club program director, boy scout executive, child care supervisor, dietitian, girl scout worker, home demonstration agent, industrial recreations director, interior decorator, installment loan worker, licensed practical nurse, minister/priest/rabbi, occupational therapist, parks director, physician, private household worker/female, private household worker/male, psychiatric social worker, psychologist, real estate salesman, recreation center director, recreation specialist, recreation therapy leader, sociologist, school counselor, social worker, teacher/special education, welfare caseworker.

LANGUAGE ARTS

Purpose: To develop understandings (of self and others) that promote family unity.

To improve communication patterns that solidify family relationships.

Objectives: Upon completion of work in this unit, the student should be able to:

1. Demonstrate skill in social conversation, with special emphasis on courtesy and form.

2. Describe effective use of the telephone and written note to facilitate family unity.

Activities: To accomplish the objectives, the student may engage in activities such as:

1. Make a Minischool bulletin board, "Who AM I?" Mount each child's photograph with his own autobiographical sketch below. (Take colored snapshots in school.) Tie-in with Art.

2. Make a booklet, "Me and My Family": do write-ups of family members, using pictures when possible. Tie-in with Art.

3. Participate in repeated roleplaying sessions to teach basic rules of courtesy, how to keep up a conversation, learning to be quiet in a group, etc.

4. Plan the family day activity (See High Impact Activities) and produce the flyer. Tie-in with Art.

5. Research and participate in a discussion of such terms as:

courtesy	autobiography	parent
converse	essay	genealogy
conversation	subjective	sequence
monologue	objective	sequential
dialogue	family	sensitive
social conversation	familiar	sensitivity
interaction	relative	private
first person pronoun	relationship	privacy
second person pronoun		
third person pronoun		

Materials:

1. Camera, film for "Who AM I?"
2. Large paper for "Me and My Family" booklet
3. Ditto sheets to design flyer for family day activity
4. Films:
   a. "The Learning Tree"
   b. "Fathers and Sons" (PG, 29 min.)
   c. "Mothers and Daughters" (PG, 27 min.)

Career Development Curriculum Guide: Grade 7
Consumer and Homemaking, Family Relations

MATHEMATICS

Purpose: To show that mathematics when used wisely in day-to-day family relations effects efficiency and intelligent planning, thus promoting harmony within the family group.

Objectives: Upon completion of work in this unit, the student should be able to:

1. Multiply, divide, subtract and add common fractions up to three addends.

2. Demonstrate the correct use of the commutative and associative properties for addition and multiplication of fractions and the distributive property of multiplication over addition of fractions.

3. Arrange common fractions in increasing or decreasing order.

Activities: To accomplish the objectives, the student may engage in activities such as:

1. The student is to plan a menu for a family picnic for his own family with the assistance of the home economics teacher. The students will then calculate the cost of the picnic menu to the family. The students are to calculate the cost of the same menu purchased commercially. Tie-in with Home Economics. The students are then to compare the cost of the different preparations. The student is also to calculate total cost of the picnic such as the cost of gas used, the cost for use of the picnic area, the cost of swimming, the cost of boating, etc.

2. The teacher is to provide each student with a fixed amount of money to represent the family budget for entertainment for a certain period of time such as two weeks or a month. The students should be introduced to various types of family entertainment sources through physical education, social studies, etc. The student will then choose the most popular forms of entertainment for his family. From the budget allocation, the student is to calculate the number of activities his family can afford to engage in.

Activities -- Continued

3. The student is to calculate the cost of his family to take an excursion to places such as Atlantic City, Wildwood, etc.

4. The student is to calculate the cost of the family making the same trip as the excursion using the family car and/or the regular commercial transportation available.

Materials:

1. Information on entertainment
2. Information on excursions relative to prices and services
3. Menus from restaurants

Note:

The social studies, physical education, and home economics teachers should provide background information on various forms of entertainment in order for the students to be able to make choices of entertainment for the family.

Career Development Curriculum Guide: Grade 7
Consumer and Homemaking, Family Relations

SCIENCE

Purpose:

To help the students understand how the human physiology of the nervous system and endocrine system plays a major role in the individual's control of his behavior, in order to contribute to a good family psychological climate.

To explain that the psychological climate of the family is affected by the different levels of physiological functions helping to direct each individual's behavior.

Objectives:

Upon completion of work in this unit, the student should be able to:

1. Demonstrate that living things respond to stimuli.
2. Describe an "experiment" that would show that the nervous system receives stimuli and triggers the response of the individual.
3. State that the endocrine system releases powerful chemicals into the blood which affect body organs, giving at least one specific chemical.
4. Give several supporting statements for the idea that their emotions are, in part, feelings caused by nerves and hormones.

Activities:

To accomplish the objectives, the student may engage in activities such as:

1. Students will test each other's knee reflexes, and discuss what causes this S-R reaction.
2. Students will test each other's eye-blink reflexes, and discuss what causes this S-R reaction.
3. Teacher and students will discuss voluntary and involuntary reflexes.
4. Teacher and students will discuss the basic emotions of fear, anger, and love.
5. The teacher will show a diagram of the endocrine system, placing emphasis on the thyroid gland and adrenal glands, and discuss what effect the hormones, they secrete have on body mechanism and emotions.

tivities -- Continued

6. Students will diagram the path of adrenalin to the heart, blood vessels, and chest muscles.

7. Have students list family situations that call for special control by the individual involved. Discuss ways to control reflexes and hormonal release, which may make a person a more pleasant member of the group and family.

terials:

1. Charts of the nervous system
2. Charts of the reflex arc
3. Charts of the endocrine system

Career Development Curriculum Guide: Grade 7
Consumer and Homemaking, Family Relations (Poverty)

SOCIAL STUDIES

Purpose: To have students investigate the causes and effects of poverty.

Within recent years, all Americans have become increasingly aware that poverty is an American as well as a world-wide problem. This revelation has been shocking to many who thought it simply could not happen in a rich and affluent nation such as the United States. Its presence in the nation's capital is especially revolting. Both federal and local governments are seeking ways to alleviate the conditions of the poor and eventually eradicate poverty altogether.

Meanwhile, its debilitating effects continue. Many people who are poor feel useless and unwanted. Normal citizen resources are available to the poor only in limited quantities. They are isolated from the mainstream of American life. They are trapped by environmental conditions over which they have little political control.

This unit hopefully will provide an opportunity for the student to investigate and analyze how such conditions develop, the groups who are most affected by them and what is being done to eliminate this blight from our society.

Objectives: Upon completion of work in this unit, the student should be able to:

1. Participate in making surveys of groups (minority, underemployed, nonwhites and female head of household).
2. Give a description of what constitutes poverty.
3. Give an approximate number of people affected by poverty in the U. S. and locally.
4. Analyze the effects of poverty.
5. State some of the things that are being done to alleviate poverty and job opportunities which are a part of this process.

Activities:

To accomplish the objectives, the student may engage in activities such as:

1. Have students make maps showing poverty areas in the United States or in the D. C. area.
2. Have students construct a display of pictures of poverty in housing and nutrition with appropriate labels.
3. Have students carry out research and make graphs showing number of people in different categories of poverty, with breakdown by "ghetto","urban" and "rural".
4. If feasible, view film comparing poverty in different localities and its causes, and write a brief "critique".
5. Students will research and have a panel discussion on what is being done to alleviate poverty today and develop a list of the various organizations working towards the alleviation of poverty.
6. Have students research and discuss financial aid to children of impoverished mothers and welfare and social security payments to older citizens.
7. Have students find a photograph, newspaper article, or story about how poor people in your city are trying to improve their neighborhood and construct a display.

Materials:

1. Motion picture projector
2. Challenges in Our Changing Urban Society, Goldberg, Laidlaw.
3. Urban America, by Dicker and Sadlier.
4. Regional and local maps
5. Charts
6. Graphs

Notes:
Tie-Ins with Other Subject Areas

Mathematics
Language Arts

Career Development Curriculum Guide: Grade 7
Consumer and Homemaking, Family Relations

HOME ECONOMICS

Purpose: To promote an understanding of the student's behavior and the behavior of others as a basis for improving communications and interaction within the family.

Objectives: Upon completion of work in this unit, the student should be able to:

1. Provide at least one statement about each member of family which recognizes unique needs.

2. State how he/she can share family interests and plans, accepting responsibilities as to family chores.

3. To write a statement of possible solutions for problems confronting an individual or the family as a whole.

Activities: To accomplish the objectives, the student may engage in activities such as:

1. Have students view films, "Families First" and "Family Life," and then have the students complete sentences beginning: "An ideal father is...," "An ideal mother is...," and "I wish that my family...". This may be an oral or written assignment.

2. Have students write about an incident which shows that parents have emotional needs too. Tie-in with Language Arts.

3. Have students set up a share-the-work plan for their family, and then report a week later as to how well duties were carried out.

4. Have students make a realistic list of new activities to try as a family get-together and provide an oral report of family's reaction.

5. Participate in or evaluate a role play of two situations. Show how two families (three children each) react to the problem of deciding on the amount of allowance for the children. In one

ities -- Continued

family there is a family council. In the council, each member of the family helps decide the issue. In the other family, there is no council and all of the decisions are made by the parents.

ials:

1. Books:
   a. Davis and Peerlen. Lessons in Living.
   b. Fleck and Munves. Exploring Home and Family Living.
2. Films:
   a. "Families First" - New York State Youth Commission
   b. "Friendship Begins at Home" - Coronet
   c. "Feeling Left Out" - Coronet
   d. "Family Life" - Coronet

MUSIC

Purpose: To promote family unity through music.

To show that good group singing is very effective in building group spirit and the feeling of unity every school or home needs, and it is, therefore, an important element in the total school program as well as a contributing factor in maintaining a healthy atmosphere in the home.

Objectives: Upon completion of work in this unit, the student should be able to:

1. State several ways in which music may be used to promote family unity.

Activities: To accomplish the objectives, the student may engage in activities such as:

1. Have the students invite a family music group to perform for the class.

2. Plan a sing-a-long for all participants in the Minischool and provide an accompanist, a vocalist and a chorus.

3. Have students plan a parent's night fashion and talent show. Tie-in with Home Economics.

4. Have the students plan a community sing for a Parent-Teacher Association meeting.

5. Have each student write a statement of what types of music go with which moods, giving incidents from family life.

Materials:

1. Books:
   a. How to Lead Group Singing by Helen and Larry Eisenberg.
   b. It's Song Time by Walter Ehret.

PHYSICAL EDUCATION

Purpose: To show how sports and game activities can provide a source for the family to participate as a unit.

Objectives: Upon completion of work in this unit, the student should be able to:

1. Describe some activities both parents and students will enjoy doing together.
2. State some of the positive results of participating in activities as a family.
3. List several places where the family can participate as a group.

Activities: To accomplish the objectives, the student may engage in activities such as:

1. The students as a class will have an opportunity to participate in an individual sport outside of school as a group.
2. Students will list all activities they think their family will enjoy doing together and the places where these activities can occur. Tie-in with Home Economics, Language Arts.
3. The Minischool will have a family night in the gym and recreation room where parents and students will be engaged in activities such as basketball, volleyball, kickball, badminton, table tennis, chess, checkers, jump rope, and ball relays.

Materials:

1. basketballs
2. soccer balls
3. volley balls
4. table tennis set
5. badminton set
6. checkers
7. chess set
8. jump ropes
9. playground balls

CLUSTER I - Grade 7

CONSUMER AND HOMEMAKING

Unit/Topic 6 - Housing and Household Management

Topic: Housing and Household Management

Purpose: To have the student learn the importance of the upkeep of housing and good management techniques.

One of our major problems with students is the destruction of property. It is hoped that we might eliminate some of this problem by showing the students the many repercussions of this type of behavior. In addition, students need to be taught some of the basic principles of household management as it is related to any place where they spend a great deal of time.

Background information related to the following points is considered important:

1. Basic cleanliness related to housing exterior and interior.
2. The effects of vandalism.
3. Maintenance problems: private housing and public housing.
4. Effects of tenant's neglect on housing.
5. Rodent and pest problems related to poor housekeeping.
6. Diseases related to poor housekeeping.
7. Laws governing housing.
8. The problems resulting from absentee landlords.

Main Ideas: To eliminate the destruction of housing and to improve household management.

Quests:
1. Make poster on cleanliness.
2. Research into labor-saving devices related to household management.
3. Skit: Landlord versus tenant.
4. Research some of the safety hazards related to poor household management.

Career Opportunities: private household worker/female, private household worker/male, bank credit analyst, carpenter, electrician, marble setter, plumber, biologist, boys' club executive director, boys' club program director, boys scout executive, catholic priest, child care supervisor, credit manager, dietician, district scout executive, home economist, financial analyst, general insurance agent, home demonstration agent, hotel housekeeper, hotel manager, industrial recreations director, insurance broker, landscape architect, lawyer, lighting sales engineer, protestant minister, psychologist, rabbi, rural sociologist, school counselor,

Career Opportunities -- Continued

social worker, sociologist, statistician, teacher/college, teacher/elementary school, teacher/kindergarten, teacher/secondary school, teacher/special education, YMCA program secretary, YWCA program director.

LANGUAGE ARTS

Purpose:

To realize that pleasant surroundings are maintained by good management techniques.

To take pride in managing one's personal belongings and one's corner in the home.

To develop skill in communicating about household management needs.

Objectives:

Upon completion of the work in this unit, the student should be able to:

1. State that management consists of both speech and action and give examples of active and passive verbs.
2. Give examples of the use of brief, strong language in implementing management techniques.
3. Give examples of the use of the imperative and the elliptical sentence in everyday management language.

Activities:

To accomplish the objectives, the student may engage in activities such as:

1. Make signs for one's corner in the home: DO NOT DISTURB; PLEASE KEEP SHADE DOWN; BABIES NOT ALLOWED; SEEDS GERMINATING; others. Display in school before using at home. Tie-in with Art Department.
2. Write a plan for managing the family household or one's personal corner. Always write rules in the imperative.
3. Make a scrapbook of pictures comparing pleasant home environments with unpleasant ones. Legends should explain what management techniques are necessary to maintain or improve the homes pictured. Tie-in with Art Department, emphasize brevity in use of legends.
4. Make a bulletin board: "Rules for Household Management." A cartoon figure like "Harry Householder" can hold slogans like: KEEP EVERYTHING

Activities -- Continued

IN ITS PLACE; DUST AT LEAST ONCE A MONTH; and others. Tie-in with Art Department. Analyze visual vs. verbal impact. Discuss aphorism and epigram.

5. Do roleplaying, landlord or building manager vs. tenant. Pay attention to the kinds of phrases management needs to use to be effective. Use videotape if possible. (Verbal analysis of spontaneous roleplaying situations is effective English teaching.) Tie-in with Social Studies.

Materials:

1. Tagboard (9 x 12 as well as 27 x 36)
2. Poster paint, brushes -- order classroom sets of paints, scissors and supplies needed to make verbal art products.
3. Letter patterns (5"): try Jack and Jean Donnelly's, Washington, D. C.
4. Drawing paper for scrapbook
5. Videotape, if possible.

Notes:

Tie-Ins with Specific Career Related Skills

Brevity of language is needed in all job situations; management positions are essentially communication based.

THEMATICS

rpose: To introduce the student to the various uses of mathematics related to housing and household management.

jectives: Upon completion of work in this unit, the student should be able to:

1. Convert decimals and common fractions with denominators of 10 or 100 to percent and conversely.

2. Convert a common fraction to a percent and conversely.

3. Name the decimal and percent equivalent of frequently used common fractions and conversely (use halves, fourths, fifths, and tenths, etc.).

4. Find the missing element in a percentage problem using either the factor product or the proportion method.

5. Solve problems involving percent such as discount, commission, interest, tax, and other consumer problems.

tivities: To accomplish the objectives, the student may engage in activities such as:

1. Calculating the yearly cost of rent for the home that he lives in. Also, calculate the percent of the family income allocated to housing.

2. Calculating what fraction of the family income should be spent on mortgage or rent for the year. The teacher is to provide the student with information concerning sound budgeting for household management.

3. Calculating a yearly salary based on the minimum wage. The student is to calculate the portion of that yearly wage that should be spent on housing.

4. Calculating the minimum wage that his parents should earn based on the cost of his own housing.

Activities -- Continued

5. Calculating or estimating the amount of money spent by his parents for pest control for any given year. The student is to add this cost to the cost of his rent or mortgage to get a total. The student is to calculate the minimum wage his parents should earn based on the total cost of housing.

6. Determining percent saved by buying items on discount. Have student define both list (or original) price and net (or selling price.)

7. Calculating interest on a principle for different rates over different periods of time, and compare various mortgage costs with rent costs.

8. Finding the average cost of housing with and without pest control costs for the Minischool and to calculate what the minimum wage for the parents of students in the Minischool should be. Tie-in with Social Studies.

9. Calculating the amount of money that should be budgeted for the various areas of need based on recommended budget allocations using the yearly income from the minimum wage.

10. Quest: The student is to determine if housing, food, etc. are available and/or possible based on the minimum wage.

Materials:

1. Information on Minimum Wages and Budget--Bureau of Publications, Government Printing Office; National Labor Relations Board, Bureau of the Budget.
2. Hundred spool number board
3. Spool
4. Disks
5. Squares
6. Graph chart and paper
7. Decimal place value card
8. Film: "The Meaning of Percentage" (D.C. Public School Film Library):
   a. "Buying and Selling--Application of Percentage" #1385
   b. "Commission--Meaning and Application" - #1391
   c. "Interest--Borrowing and Investing" - #1417
   d. "Meaning and Understanding of Percent; Percentage" - #1421

SCIENCE

Purpose: To make students increasingly aware of the need for rodent and pest control and to develop the students' sense of responsibility as to what role they may play in preventing the breeding of such animals. Students need to recognize that where undesirable pests breed there is also a high potential for disease and sickness. The need to control rat breeding in urban housing is of particular concern. The fact that it is more important to keep rats from breeding than it is to destroy them after they have become numerous is of great significance here.

Objectives: Upon completion of work in this unit, the student should be able to:

1. Make a list of problems in public housing and sanitation that might cause the breeding of pests.
2. To name diseases that result from poor sanitation.
3. List positive actions that can be taken to maintain clean and healthy surroundings.

Activities: To accomplish the objectives, the student may engage in activities such as:

1. The student will view the film on "The Norwegian Rat" from the Department of Sanitation--Rodent Control Office, and discuss the points made by the film.
2. The students will collect resource materials on the destructive potential of rodents and other pests. They will read and discuss important facts from these materials in class, e.g., rats cause $190 million worth of loss in the U.S. yearly.
3. Field Trip: The students will visit an area where pests may be breeding because of garbage being kept in open containers, trash pollution, and negligence in housing maintenance. During their visit, students will observe and list all the contributing factors to rodent and pest breeding places and suggest specific ways of getting rid of or improving the existing conditions. Students will also measure distances from trash piles and

Activities -- Continued

other potential breeding places to residences. Tie-in with Home Economics.

4. Students will report on diseases caused by poor sanitation and uncleanliness:
   a. Typhoid
   b. Ringworm
   c. Bubonic plague
   d. Dysentery
   e. Impetigo

5. The students will research and discuss safe and proper ways of getting rid of rodents and pests.
   a. Insecticides
   b. Fumigation (by experienced persons)
   c. Traps

Materials:

1. Printed materials on rat and pest control
2. Insecticides
3. Rat trap
4. 25 ft. and 50 ft. cloth tape on a reel
5. Film: "The Norwegian Rat," Dept. of Sanitation--Rodent Control Office.

AL STUDIES

ose: To provide the student with studies of leases, evictions, and housing codes so that he can examine landlord responsibilities and tenant rights, as well as landlord rights and tenant responsibilities.

ctives: Upon completion of work in this unit, the student should be able to:

1. Define a lease and judge the clauses.
2. Point out the important duties of the landlord.
3. Compare low-rent housing available for whites and nonwhites.
4. Examine and evaluate the City Housing Code.
5. Explain why the tenant has important duties and responsibilities.
6. Analyze tenant breach and landlord remedies.
7. Analyze landlord breach and tenant remedies. Define landlord negligence.
8. State several city departments which deal with housing problems.
9. Evaluate tenant unions and grievances.
10. List some job opportunities in housing and household management.

vities: To accomplish the objectives, the student may engage in activities such as:

1. Have students view on the opaque projector a copy of a lease and discuss its agreements and covenants.
2. Have students construct wall charts showing responsibilities and duties of the landlord and tenant.
3. Have students discuss the meaning of each provision in the Housing Code and list each in simple everyday words, but including liability and constructive eviction.

Activities -- Continued

4. Have students clip from local newspapers' classified advertising section those ads for apartments for rent that a family earning $70.00 a week could afford; the ones which a family earning $100.00 a week could afford, and those which a family earning $150.00 a week could afford. Tie-in with Math.

5. Have students make a poster illustrating duties of landlord and tenant under the sample lease. Show whether these duties seem to balance. Tie-in with Art.

6. Have students make a chart showing the eviction process.

7. Have students examine and discuss samples of landlord notices.

8. Field Trip: Plan and make a tour of the Department of Housing and Urban Development.

9. Quest: Have students make a survey showing major tenant complaints and construct a chart showing findings.

10. Have students read Ballad of the Landlord by Langston Hughes. Pretend you are a lawyer defending the tenant and that he has received a five-day notice and, later, a summons; write an argument, defending your clients' non-payment of rent.

11. Have students examine the sample lease. Write down all the provisions and technical terms you do not understand. Discuss the terms, e.g., sublease, contract.

12. Quest: Have a student committee contact our local Board of Health. Find out if any cases of lead poisoning have been reported in the last year. If so, what is being done to get rid of the disease?

13. Have students go to the library. Using the Readers' Guide to Periodical Literature, look up articles on the problem of lead poisoning in America today. Write a brief essay on the findings. Discuss the problem in class.

vities -- Continued

14. Have student make a campaign poster for a drive to check lead poisoning.

15. Have student go to the library. Use Readers' Guide to look up articles on tenant unions and strikes. Discuss in class whether such unions are successful in achieving their goals.

rials:

1. Equipment
   a. Opaque projector
   b. Poster board
2. Books
   a. Hansberry, Lorraine. A Raisin in the Sun. Random, 1959.
   b. Holland, John ed. The Way It Is. Harcourt, 1969.
   c. Klein, Woody Let in the Sun. Macmillan, 1968.
   d. Ranney, George. Justice in Urban America. 1970.

HOME ECONOMICS

Purpose:

To develop abilities for becoming a more cooperative family member, realizing how an orderly, attractive, and convenient home influences the way one feels.

To help youngsters recognize and learn the importance of management in the use of resources, time, and energy in getting the job done, especially when extra cooperation and responsibility are required of the teenager because both parents work outside the home.

Objectives:

Upon completion of work in this unit, the student should be able to:

1. Share in the routine care of the home:
   a. Washing the dishes
   b. Dusting the furniture
   c. Cleaning the floors
   d. Keeping books and other possessions in order
   e. Making the beds
   f. Picking up toys, clothes, newspapers, etc.
   g. Cleaning the bathroom
   h. Cleaning the yard

2. Practice more effective ways of performing household duties through routines and organizati in the home.
   a. Having a regular time for cleaning
   b. Deciding what needs to be done
   c. Dividing the housekeeping responsibilities
   d. Assembling the equipment
   e. Putting the equipment away properly

Activities:

To accomplish the objectives, the student may engag in activities such as:

1. Have students write a description of homes the enjoy visiting, and compile a list of reasons for these feelings. Tie-in with Language Arts

2. Have students use the reference books availab in the classroom, read and compile a list of reasons young people need to share in home re ponsibilities.

3. Have students list the activities that go on the home, such as eating, sleeping, cleaning entertaining, etc. List the housekeeping jo

Activities -- Continued

that go with each one. Tell how well they can do each job, and which ones need more practice.

4. Through classroom discussion, have students decide on ways to make routine jobs more pleasant and challenging.

5. Keep a record for a week indicating activities for the week. Make a schedule for improving the use of time and for choosing housekeeping duties for which students could assume responsibility.

6. Through study and research, have students find out the best methods to follow in performing various household tasks as described in textbooks.

7. Have students keep a record of the time it takes to perform household tasks, such as washing dishes, dusting the living room, cleaning the bathroom, etc. Each student should try to improve their techniques so that each job takes less time. Tie-in with Physical Education.

8. Have students identify reasons for dividing duties among family members.

9. Resource Person: Arrange visits by resource personnel from Washington Gas Light Company, to demonstrate the use of small equipment (appliances) needed in the home.

10. Have students discuss the importance of placing cleaning materials near the place where they are to be used before beginning a task and returning them promptly to the storage closet or area as followup to 9 above. (convenience, energy, expenditure)

11. Have students set up kitchen units, organizing each unit for efficiency and speed in food preparation.

Materials:

1. Textbooks:
   a. Barclay and Champion. Teen Guide to Homemaking. New York: McGraw-Hill Company, 1961.

Materials -- Continued

b. Greer-Gibbs. Your Home and You. Boston: Allyn & Bacon, Inc., 1965.
c. Clayton. Young Living. Peoria, Illinois: Charles A. Bennett, 1963.
d. Craig-Rush. Homes with Character. Boston: D. C. Heath Company, 1962.
e. Fleck-Fernandez-Munces. Exploring Home and Family Living. Englewood Cliffs, N. J.: Prentice Hall, 1965.

2. Filmstrips: (Unless otherwise noted, D. C. Schools Film Library)
a. "How to Save 30 Minutes a Day" - Rubber Maid Corporation
b. "Making Your Home Liveable" - No. 545
c. "Helping Each Other at Home" - No. 2289
d. "Sharing" - No. 755
e. "Helping Mother and the Family" - No. 1071

TRIAL ARTS

se: To acquaint the students with making minor household repairs and show the significance of the upkeep of household property.

tives: Upon completion of work in this unit. the student should be able to:

1. Perform simple household do-it-yourself techniques.
2. State several advantages and disadvantages of do-it-yourself fixtures.
3. List some of the monetary saving involved in do-it-yourself fixtures.

ities: To accomplish the objectives, the student may engage in activities such as:

1. The students will repair screens, cracked plaster, windows, and doors around the school. Tie-in with Science, Mathematics. Discuss connection with pest control.
2. The students will view the sound film: "Do-it-Yourself", (D. C. Schools Film Catalogue), and discuss the pros and cons of the points made by the film.
3. The students and teacher will discuss the hazards involved in making certain home repairs and how to avoid them. This should include a discussion of masonry, electricity, including A.C. and D.C., city ordinances and building codes and contracting.
4. The student will research and compare professional cost and do-it-yourself repair cost for several different repair jobs. Tie-in with Mathematics.

ials:

1. hammers
2. nails
3. nuts and bolts
4. wiring
5. electrical tape
6. wrench
7. screw driver
8. plaster